

# Grade 2 Receptive Literacy – Reading and Listening Behavioral Objectives

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Reading Habits</b> 1.05 Choose your own text and read independently every day for at least 20 minutes	<b>Reading Habits</b> 1.05 Choose your own text and read independently every day for at least 20 minutes	<b>Reading Habits</b> 1.05 Choose your own text and read independently every day for at least 20 minutes	<b>Reading Habits</b> 1.05 Choose your own text and read independently every day for at least 20 minutes
<b>Vocabulary and Word Work</b> 1.02 Quickly and correctly reads most high frequency words (at least 125) when reading texts  <input type="checkbox"/> Figure out multi-syllable words by using what you know about... 1.01a long and short vowels (i.e., <i>mis/take</i> ) 1.01b dividing words into syllables – VC/CV (i.e., <i>rab/bit, bas/ket</i> )  3.041 Increase vocabulary by listening, discussing, and writing about what you read	<b>Vocabulary and Word Work</b> 1.02 Quickly and correctly read most high frequency words (at least 150) when reading texts  <input type="checkbox"/> Figure out multi-syllable words by using what you know about... 1.01c vowel pairs ai, ay, ow, ou, ee, ea, oa (i.e., <i>tailor, crayon, roasting</i> ) 1.01d sounds of c and g (i.e., <i>circus, garage</i> ) 1.01e suffixes (-er, -est, -ly, -ful)  1.03 Check to see if you have pronounced the word correctly by carefully looking at all of the consonants and vowels in the word	<b>Vocabulary and Word Work</b> 1.02 Quickly and correctly read most high frequency words (at least 175) when reading texts  <input type="checkbox"/> Figure out multi-syllable words by using what you know about... 1.01f silent consonants (i.e., <i>knowing, roughly</i> ) 1.01g r controlled vowels (i.e., <i>ar, or, ore</i> ) 1.01h final consonant clusters (i.e., <i>nd, ng, nk</i> )  1.04 Ask yourself, "Does it make sense? Does it sound right? Does it look right?" when reading new words	<b>Vocabulary and Word Work</b> 1.02 Quickly and correctly read most high frequency words (at least 200) when reading texts  <input type="checkbox"/> Figure out multi-syllable words by using what you know about... 1.01i prefixes like <i>un-</i> 1.01j long vowel patterns (i.e., <i>igh, ie</i> ) 1.01k base words and endings (i.e., <i>-ed, -ing</i> )
<b>Comprehension and Connections</b>  2.11 Think about what you already know about the topic of the text  <input type="checkbox"/> 2.0192 Preview the book and predict what you think will happen or what you will learn 2.12 When reading, check to see if your predictions were right and make new predictions  2.0191 Determine why the author wrote the text and what your purpose is for reading the text  <input type="checkbox"/> 3.01 Make connections between what you read and your personal experiences  <input type="checkbox"/> 2.13 Use fix up strategies (i.e., reread, slow down, summarize) to help you understand when what you read doesn't make sense  <input type="checkbox"/> 2.17 Retell fiction with leveled texts (at least 17-18) including plot, major events, problem/solution, author's message, setting, character(s), and connections  2.013 Read and understand poems 2.0198 Understand similes found in poems (i.e., as tall as a flagpole) 3.023 Make connections and comparisons within and across poems	<b>Comprehension and Connections</b>  2.03 Read nonfiction text to answer specific questions about a topic 2.0194 Find answers in text to specific questions  <input type="checkbox"/> 2.16 Retell nonfiction texts including text features (i.e., headings, photos, captions, bold faced words) 2.08 Read and understand the information found in diagrams, charts, and maps  2.16 Retell nonfiction texts including: ___ topic   ___ key concepts 2.0197 Determine if information in nonfiction text is fact or opinion 2.06 Remember facts and details that you read in a nonfiction text 2.09 Find examples in the text to explain your thinking  2.16 Retell nonfiction texts including details using key vocabulary and author's purpose  <input type="checkbox"/> 3.022 Make connections between new information and experiences or what you already know  <input type="checkbox"/> 2.072 Talk about concepts within and across several texts, discussing how they are alike and how they are different  <input type="checkbox"/> 2.04 Ask "how", "why", and "what if" questions about what you read  3.055 Find examples of an author's use of specific words 3.06 Discuss how the author uses nouns, verbs, adjectives, adverbs, and specific vocabulary 3.052 Find examples of how an author uses capital letters (titles, dates and days, names of countries)	<b>Comprehension and Connections</b>  2.02 Read to learn new information, to find out how to do something, or to enjoy a story 2.06 Remember facts and details you have read 2.09 Find examples in the text to explain your thinking  <input type="checkbox"/> 2.0193 Ask questions 2.04 Ask "how", "why", and "what if" questions about what you read  <input type="checkbox"/> 2.0199 Make inferences and draw conclusions  3.021 Make connections between what happens in stories and your experiences and what you know  <input type="checkbox"/> 2.071 Discuss how characters and events from different stories are alike and different  <input type="checkbox"/> 2.17 Retell fiction including plot, major events, problem/solution, author's message, setting, characters, and connections  3.051 Find examples of different kinds of sentences in stories (telling, asking, exclamations) 3.053 Find examples of different kinds of punctuation in stories (exclamation marks, commas in dates, and commas and quotation marks in dialogue)  2.0196 Examine the author's word choices 3.06 Discuss the effect of an author's word choice of nouns, verbs, adjectives, and adverbs in stories 2.014 Read and understand skits or drama 3.024 Make connections between what happens in skits and plays and your experiences or what you know	<b>Comprehension and Connections</b>  3.055 Recognize and discuss different types of texts or genres (i.e., poetry, fiction, nonfiction) 2.0195 Recognize the elements of a story (character, setting, problem, events, solution)  <input type="checkbox"/> 2.05 Recognize when what you are reading doesn't make sense and use "fix up" strategies to understand the confusing parts (summarize, ask for help, read ahead)  <input type="checkbox"/> 2.16 Retell nonfiction text including the topic, key vocabulary, key concepts, text features, author's message, and connections <input type="checkbox"/> 3.03 Explain new information by putting it in your own words  3.021 Make connections and comparisons to information read in one or more texts to your own experiences and what you already know  3.07 Conduct research with the help of a teacher  3.054 Find examples of paragraphs in texts and determine how they help you better understand what is written  3.042 Improve your vocabulary by listening, talking, and writing about what you read or what is read to you, participating in literature circles or book clubs  <input type="checkbox"/> 3.08 Respond to what you read in writing, making connections, predictions, summaries, and/or reactions

# Grade 2 Expressive Literacy – Writing and Speaking Behavioral Objectives

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Writing Variety</b> ___ 4.101 Write a variety of different types of texts including poems and small moment stories by choosing the topic	<b>Writing Variety</b> ___ 4.102 Write a variety of different types of texts including letters and learning logs by choosing the topic	<b>Writing Variety</b> ___ 4.103 Write a variety of different types of texts including stories and skits based on familiar stories by choosing the topic	<b>Writing Variety</b> ___ 4.104 Write a variety of different types of texts including short reports by choosing the topic
<b>Content Features</b>			
<input type="checkbox"/> <b>Focus</b> ___ 4.061 Create prewriting plans by either listing or drawing ___ 4.072 Reread first draft to see if it makes sense	<input type="checkbox"/> <b>Focus</b> ___ 4.062 Create prewriting plans by either brainstorming or webbing	<input type="checkbox"/> <b>Focus</b> ___ 4.061 Create prewriting plans by using story maps	<input type="checkbox"/> <b>Focus</b> ___ 4.073 Reread first draft to check to see if it is confusing
<input type="checkbox"/> <b>Organization</b> ___ 4.071 Create a plan before writing	<input type="checkbox"/> <b>Organization</b> ___ 4.11 Write ideas or events in an order that makes sense	<input type="checkbox"/> <b>Organization</b> ___ 4.082 Write stories with characters, setting, and events ___ 4.11 Write stories with a beginning, middle, and end	<input type="checkbox"/> <b>Organization</b> ___ 4.131 Write short paragraphs in simple reports ___ 4.081 Write structured, informative presentations following the structure of informative writing
<input type="checkbox"/> <b>Support and Elaboration</b> ___ 4.12 Add details to writing that describe	<input type="checkbox"/> <b>Support and Elaboration</b> ___ 4.12 Add details to writing that describe	<input type="checkbox"/> <b>Support and Elaboration</b> ___ 4.12 Add multiple details to elaborate on events or ideas ___ 5.043 Use adjectives and adverbs in writing	<input type="checkbox"/> <b>Support and Elaboration</b> ___ 4.133 Write paragraphs that support the topic of the writing
<input type="checkbox"/> <b>Style</b> ___ 4.01 Write including some language that sounds like book language	<input type="checkbox"/> <b>Style</b> ___ 4.14 Write using different kinds of sentences and different sentence lengths	<input type="checkbox"/> <b>Style</b> ___ 4.02 Replace overused words with interesting synonyms	<input type="checkbox"/> <b>Style</b> ___ 4.14 Writes using different kinds of sentences and different sentence lengths ___ 4.02 Replaces overused words with interesting synonyms
<b>Conventions</b>			
<input type="checkbox"/> <b>Conventions</b> ___ 5.04 Write complete sentences ___ 5.011 Correctly spell words (in your own writing) that have been studied ___ 5.052 Reread your own writing and check to be sure that the order of words makes sense ___ 5.061 Form the letters correctly and use spaces between words to make writing easier for others to read ___ 5.07 Write so that others can read it	<input type="checkbox"/> <b>Conventions</b> ___ 5.051 Reread own writing to check to see that you used complete sentences ___ 5.012 Use what you know about spelling patterns to spell many words correctly ___ 5.014 Use spelling resources in the room (word wall and/or personal dictionary) to spell many words correctly ___ 5.031a Use a capital letter to begin sentences, names, days of the week, and months in own writing, capitalization and punctuation in own writing ___ 5.031b Correctly use apostrophes in contractions and correct ending punctuation (?!) ___ 5.07 Write so that others can read it.	<input type="checkbox"/> <b>Conventions</b> ___ 5.013 Spell showing all of the sounds that you hear in a word ___ 5.015 Spell most of the basic 100 high frequency words correctly in your own writing ___ 5.016 Spell more words correctly than those not spelled correctly ___ 5.062 Correctly spell plurals with either -s or -es ___ 5.063 Correctly write contractions (I'm, n't)	<input type="checkbox"/> <b>Conventions</b> ___ 5.014 Use spelling resources in the room (word wall and/or personal dictionary) to spell many words correctly ___ 5.02 Correct spelling, punctuation, and the look of the writing when creating a final draft ___ 5.032 Indent paragraphs in revised and edited writing

## Directions for Documenting Writing (Expressive) Proficiency

The level of proficiency of these writing objectives should be demonstrated through the development of the features of effective writing. As each objective is demonstrated by the student, place a check ✓ on the line preceding the objective number. At the end of each quarter, determine the level of proficiency of each feature as demonstrated in multiple writing samples and record that level in the box ☐ preceding the feature.